DOCUMENT RESUME

ED 150 816 EC 104 180

AUTHOR	Harkins, Judy
TITLE	Feasibility Study of Postsecondary Education for Deaf People 1976-1977. Report VI: An Analysis of Postsecondary Education Resources in Maryland in Relationship to Needs of Deaf People.
INSTITUTION	Howard Community Coll., Columbia, Md.
SPONS AGENCY	Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
PUB DATE	77
NOTE	48p.; Parts of appendix may not reproduce well due to print quality
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Aurally Handicapped; *Deaf; *Educational Needs; Post Secondary Education; *State Programs; *Vocational Education
IDENTIFIERS	*Maryland

ABSTRACT

Public postsecondary educational resources in Maryland are summarized, with particular emphasis on the needs of deaf adults. Described are programs provided by adult education programs, community colleges, and the Maryland Rehabilitation Center. The needs of deaf adults for postsecondary occupational training are considered in terms of needs for support services, needed programs, and desirable characteristics of a postsecondary institution serving deaf students. It is concluded that the most efficient way to provide full support services would be a cooperative arrangement between one or more large community colleges and adult education programs in the same locality, with the Maryland Rehabilitation Center offering comprehensive services for deaf individuals with low educational potential. Appendixes include a map showing the locations of Maryland community colleges, a listing of present programs offered by Maryland community colleges, a list of adult programs, and a statement on the implications of the Rehabilitation Act of 1973 (Section 504) for postsecondary education of deaf adults. (SBH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED150816

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Feasibility Study of Postsecondary Education for Deaf People

1976 - 1977

Howard Community College

Judy (Athey) Harkins, Project Coordinator

Report VI: An Analysis of Postsecondary Education Resources in Maryland in Relationship to Needs of Deaf People

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Judy Harkins

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

This Project is made possible by the Division of Vocational-Technical Education of the Maryland State Department of Education, with funds from the Vocational Education Amendments of 1968, P.L. 90-576.

An Analysis of Postsecondary Education Resources in Maryland

In Relationship to Needs of Deaf People

Table of Contents

Introduction 1

Adult Education Programs 2

Community Colleges 3

Maryland Rehabilitation Center 5

Relationship of Resources to Needs 8

Needs for Support Services 8

Needed Programs 9

Desirable Characteristics of a Postsecondary Institution Serving Deaf Students 10

Alternate Methods of Utilizing Maryland's Postsecondary Resources 12

Summary 14

References 15

APPENDICES

Map - Maryland Community Colleges . . . . . Appendix A

Present Programs from Statewide Master Plan for Community Colleges in Maryland, Fiscal Years 1978 - 1987 . . . . . Appendix B

Board of Education - Adult Programs . . . . . Appendix C

Statement by Judy Harkins Before the U.S. House of Representatives Subcommittee on Select Education . . . . . Appendix D

An Analysis of Postsecondary Education Resources in Maryland In Relationship to Needs of Deaf People

Judy (Athey) Harkins

Howard Community College

This report is an attempt to summarize public postsecondary educational resources in Maryland and to relate them to the needs of deaf adults. The term "postsecondary" is used in the broad sense, referring to all education occurring after secondary education. Thus, the target population is comprised of people 18 years of age and older. Because this project is designed to investigate occupational training, four year institutions are not included in the study. However, much of the information found in Report V: Existing Postsecondary Programs for Deaf Students is useful for all institutions serving deaf adults in an integrated setting as mandated by Section 504 of the Rehabilitation Act of 1973.

Adults in Maryland have several ways of obtaining postsecondary occupational education. The major sources of occupational training are community colleges and local adult programs, both of which are located throughout the state.

Community colleges are local institutions which serve the adult community through a variety of programs and through credit, non-credit, degree, and non-degree options. In addition to community colleges, adult programs are a major source of occupational training. Administered in most cases by the local education agency, these programs use local facilities such as vocational-technical centers. Local education agencies and community colleges also provide basic education and other courses of interest to the community. These courses carry no credit.

A third source of postsecondary training relevant to the needs of deaf people is the Maryland Rehabilitation Center in Baltimore, a comprehensive

training facility for disabled people who are clients of the Division of Vocational Rehabilitation.

A number of private schools offer occupational training to adults. Vocational rehabilitation counselors have been forced to contract with these schools in the past because of a lack of services for deaf people in public education. Although the services of private schools should not be disregarded, the focus of this feasibility study is public education, and these schools will not be considered here as a major resource. Therefore, community colleges, adult education programs, and the Maryland Rehabilitation Center are the foci of this report.

Adult Education Programs

Most of Maryland's counties have an adult education program. Federal and some state funds help the local education agencies to provide basic education to citizens. Federal funds emanate from the Maryland State Department of Education's Division of Instruction (Adult Education) and Division of Vocational Technical Education. Vocational courses are available and provide an excellent source of hands-on education necessary to train people for specific jobs. Usually these courses are for those adults who want to upgrade skills, and they are not considered preparatory courses. For those who need help in basic education, courses are available which help adults work toward a high school equivalency.

Adult programs are administered by their respective departments of education, although, in a few cases, the local community college assumes this responsibility. Because they use existing facilities, classes may be offered throughout a county or Baltimore City. Usually classes are offered at night. The largest number of occupational training programs is offered by Baltimore County (56 programs), Montgomery County (25 programs), Prince George's County (22 programs), and Baltimore City (19 programs).

Adult programs as a group have a much smaller enrollment than community colleges. Usually a flat fee is charged to cover the cost of the instructor. No credit is awarded for adult education courses.

Community Colleges

Most of the information in this section comes from the Statewide Master Plan for Community Colleges in Maryland, Fiscal Years 1978-1987, a publication of the Maryland State Board for Community Colleges.

There are 17 community colleges in Maryland, some of which have multiple campuses. The map in Appendix A shows the locations of the campuses of these colleges. The seventeen colleges are: Allegany Community College, Anne Arundel Community College, Community College of Baltimore, Catonsville Community College, Cecil Community College, Charles County Community College, Chesapeake College, Dundalk Community College, Essex Community College, Frederick Community College, Garrett Community College, Hagerstown Junior College, Harford Community College, Howard Community College, Montgomery College, Prince George's Community College, and Wor-Wic Technical Community College.

All community colleges have an open admissions policy as institutions. Individuals are guaranteed admission to the college but not necessarily to every program. For example, most nursing programs in community colleges have selective admissions. To qualify for admission to the institution an applicant need only be a high school graduate, or hold a high school equivalency, or be over 18 years of age. Thus all adults may attend a community college. There is no exclusion clause for handicapped individuals in the Statewide Master Plan for Community Colleges.

Community college students have several options. They may work toward an associate degree or a certificate by taking credit courses. They may choose to take selected credit courses without following a degree or certificate program.

Or, they may choose to take non-credit courses offered through the colleges' continuing education/community services divisions.

Degree programs may be transfer programs for those desiring to attend a four-year college, or occupational programs for those who want occupational education. The Statewide Master Plan for Community Colleges describes the requirements for degree certificate programs in Maryland.

> "Degree programs must include not less than 60 semester hours of credit of which at least 24 must be in the area of occupational specialization. Degree programs also require a minimum of 15 credits of general education in such fields as the humanities, social sciences, natural sciences, and mathematics."
>
> "Certificate programs must include 12 or more credits primarily of specialized content stressing the technical and/or manipulative requirements of an occupation." (p. 33)

All of the community colleges provide some occupational training programs, the number of which depends on the size of the institution and the needs of its community. Some occupational training programs are regional, serving the entire state or a multi-county region of the state. For example, Catonsville Community College has a mortuary science program serving all of Maryland.

Two year colleges vary greatly in size with full-time equivalent enrollment ranging from 14 to 8,633 (1976 actual enrollments). The five largest community colleges in Maryland are:

1. Montgomery College
2. Prince George's Community College
3. Community College of Baltimore
4. Catonsville Community College
5. Essex Community College

The colleges with the largest adjacent populations are the Community College of Baltimore, Dundalk Community College, Essex Community College, Catonsville Community College, Prince George's Community College, and Montgomery College.

Community colleges are administered essentially under local control and programs are designed to meet the needs of the home community. Local boards of trustees govern the colleges. The State Board for Community Colleges regulates community college activities statewide.

State support for community colleges accounts for up to 50 percent of the operating budget. The local government must contribute a minimum of 28 percent of the funding, and students pay for the remaining 22 percent.

The Statewide Master Plan includes objectives for community colleges in the next ten years, and each goal has an implementation strategy. The implementation strategy most closely related to services for deaf students is found under objective #2.2: "Maryland community colleges will continue to expand services to meet the needs of part-time students, veterans, women, physically handicapped, and senior citizens" (Statewide Master Plan, p. 57). Of course, as recipients of federal funds, all public community colleges are required to comply with the Rehabilitation Act of 1973, Section 504, which prohibits discrimination based on handicap.

Maryland Rehabilitation Center

The Maryland Rehabilitation Center is a vocational training facility for clients of Vocational Rehabilitation. Located in Baltimore, MRC serves DVR clients of all disabilities and from all geographic areas of Maryland. Since the ultimate goal of vocational rehabilitation is employment, all services are directed toward readying the client for this goal.

Services used by deaf clients include the following:

1. Vocational training

2. Vocational evaluation
3. Remedial education
4. Counseling
5. Medical services
6. Occupational therapy
7. Psychological evaluation
8. Personal adjustment training (through a cooperative project with the Baltimore League for Crippled Children and Adults)
9. Speech and hearing services
10. Available residential facilities
11. Recreational opportunities
12. Some social services counseling

Obviously, the many and varied services of this facility have much to offer deaf people who need occupational training. Some staff members at MRC are versed in manual communication, and many are also trained to work with deaf people. There is at least one staff persor or consultant fluent in sign language in each of the above service areas.

> The environment at MRC is the type described by Schein as "comprehensive". "Students of comprehensive training require specialized training facilities--extended evaluation, personal and work adjustment, sheltered workshops--because of their very low educational potential." (Schein and Delk, 1974, p. 62)

Deaf people who could not benefit from the competitive and independent atmosphere of community college education could receive the multiple services they need to enter the world of work. Therefore. the MRC would be ideally suited to serve deaf adults with low achievement levels, below average independent living skills, and those with certain multiple handicaps. As a matter of fact, the deaf

caseload at MRC is shifting more toward these types of clients, according to staff there.

There is one important disadvantage of MRC's programs for deaf clients. More then half of the occupational training programs offered require an eighth grade or above reading level. Less than one-fifth of the programs require a fourth to fifth grade reading level, which is average for deaf people of normal intelligence. Much of the reason for these high reading levels in such occupations as duplicating machine operator is that much of the instruction at MRC is programmed and individualized. The student must be able to read to learn the hands-on tasks of the occupation.

Recently, an effort has been made to lower the reading level requirements somewhat for deaf clients. However, clients with very low reading levels are offered only two options: food service and custodial. No official figures were available on placements of deaf clients who completed these training areas.

There are other occupations besides custodial and food service worker which require little reading. Occupations in laundry and drycleaning, groundskeeping, and housepainting are some possibilities. To truly meet the needs of deaf clients, MRC needs to add some new training areas, and to make necessary revisions in instructional methods.

Another (and according to the staff, secondary) need at MRC is the need for classroom interpreters. Most instructors cannot sign. The degree of demonstration possible during instruction varies from occupation to occupation; some require more theory and explanation than others. Also, even in demonstration situations, the instructor is likely to talk and describe his/her actions. The deaf student misses this explanation and is at a serious disadvantage.

There has been much improvement at MRC in recent years in services to deaf clients. With a few changes, the facility could have a model program for deaf clients who need comprehensive services.

Relationship of Resources to Needs

The needs of deaf adults for postsecondary occupational training can be viewed in two ways:

1. What support services are needed? What is required of programs to enable them to serve deaf adults?

2. What programs are needed? That is, which community colleges, adult programs, and rehabilitation services should begin or continue serving deaf adults?

Needs for Support Services

Ideally, all localities should provide full support services to all deaf people in all programs. Unfortunately, this ideal is not feasible in the near future, for the following reasons:

1. There is at present an insufficient supply of funds to provide a full range of support services for deaf students in every situation and program. Deaf students' communication and educational needs are unique, and it bears repeating that the provision of an interpreter alone is inadequate for meeting the needs of most deaf students in an integrated setting.

2. Deafness is a low incidence handicap. Only institutions in the population centers of Maryland are likely to draw a large enough number of deaf students to justify several staff members.

Regardless of these conditions, the rules and regulations of Section 504 state that all postsecondary institutions must serve all handicapped individuals. Institutions of higher education are worried about the impact of these regulations on their budgets. Professionals who are involved with serving deaf students at the postsecondary level are also concerned. The impact of the legislation could be that all institutions will attempt to serve deaf students at an unsatisfactory level, for example by using volunteer interpreters. The

most successful programs for deaf students provide a core of support services that should not be overlooked. These basic services are interpreting, note-taking, tutoring, counseling, specialized instruction, and administration of these services.

Needed Programs

The Needs Assessment (Report 1) of this feasibility study documented the need for occupational training for deaf citizens in Maryland.

Because deaf adults as individuals vary greatly in their needs for training, all of the postsecondary resources of the state should be accessible to them. Section 504 of the Rehabilitation Act of 1973 legally guarantees this access, but in fact, access will be very limited without comprehensive support services which meet students' educational needs as well as communication needs.

Community colleges should play an important role in services for deaf students. Most postsecondary programs for deaf students[1] across the United States are located on community college campuses (Rawlings et al, 1975). Community colleges are usually interested in serving as much of the community as possible. They often have special remedial or developmental education departments to help students with reading, writing, and mathematics difficulties. Their programs of study have broad appeal because they are designed to meet the needs of people across the spectrum of educational achievement. Usually there is a division devoted to student services.

The centralization of support services is somewhat simplified in the community college because most coursework takes place on campus. Deaf people can take advantage of recreational pursuits by using college facilities. Many

---

[1] "postsecondary program for deaf students" refers to a set of support services that enable deaf students to be integrated in classes and school activities with hearing students. For the purposes of this report, the term does not imply a separate track for deaf students.

colleges have excellent media services, including videotape, which can assist deaf students by providing signed versions of the tape recorded materials.

Adult education programs can also play an important role in postsecondary occupational training. They are especially useful for employed deaf adults in need of retraining or upgrading skills.

Because adult programs in general have less emphasis on reading and theory, they would be a good resource for deaf people who have mechanical aptitude but problems with English language. These programs parallel other states' vocational technical institutes, which do not exist in public education here.

The major drawback to adult programs for deaf people is one of logistics. In programs which schedule classes at scattered sites, there would be no staff person on duty who could communicate with the deaf person. In case of interpreter absence, it would be very difficult to schedule an emergency replacement. Since there are no full time faculty in these programs, inservice about the needs of deaf people would be difficult to conduct. A lack of orientation to the handicap often presents problems for both the student and instructor.

The best situation would be a cooperative plan for services to deaf people in which the community college and adult program work together to assure a wider range of occupational training options, with the educational support services of the community college. This type of articulated program is successful at Pasadena City College in Pasadena, California.

Desirable Characteristics of a Postsecondary Institution Serving Deaf Students

One of the objectives of the feasibility study was to study existing postsecondary programs of support services for deaf students. The information obtained from this phase of the study (Report V) is helpful in describing some of the desirable characteristics of an institution which will serve deaf students.

Attitude. The most important characteristic of the institution is interest in serving deaf students. This interest should be not merely an interest in

complying with Section 504, but a real concern for the needs of hearing impaired people. In the planning stages, this commitment may be limited to the college administration. Later, the faculty and staff will become involved.

Programs. Because a program for deaf students would serve deaf students from a large area and because there may be only one comprehensive program of support services for these students, it is imperative that a wide variety of suitable occupational training programs be available in the institution. These programs should be as consistent as possible with the recommendations of Report II: Implications of Manpower Research in Postsecondary Education for Deaf People. If a program for deaf students is located in an institution with a limited number of suitable occupational training programs, the effect would be to limit deaf students' opportunities. Under Section 504, students would still be able to attend other community colleges. However, many deaf adults need more support services than can be provided in each institution in a decentralized mode.

Program diversity. Occupational training programs should range from hands-on occupations to higher level technical occupations. There should be a large number of certificate programs. In other words, the programs of the college should be suited to students with a wide variety of abilities.

Location. The institution should be geographically accessible to a large population. Because of its two population centers, Maryland should have at least two programs, but this is not necessarily feasible.

Administrative support. There should be support for the program from key administrative personnel so that the interests of deaf students are represented in decisions that would affect them.

Student-centered emphasis. The institution should be student-oriented as demonstrated by strong student services, developmental education and learning resources components.

Housing. Since students will be coming to the college from an unusually large geographic area, there should be apartments or other housing available in the surrounding area.

The largest community colleges have the most to offer deaf students in occupational training programs and accessibility to a large population. They also have the advantage of having apartments located nearby so that deaf students moving into the area would have a place to live. Because of their large enrollments, they have more comprehensive student services and support for students with educational problems.

The remaining variables are attitude and administrative support in appropriate areas of the organization. These cannot be assessed without an honest appraisal of what a program for deaf students would mean for each of these colleges. This analysis must be a joint effort of the project coordinator, the colleges' administrations, and the funding agencies.

Alternate Methods of Utilizing Maryland's Postsecondary Resources

The following represent possible options in service delivery. They are presented in ranked order of desirability for meeting the needs of deaf adults.

1. Full services throughout the state. The ideal situation would be for each community college and adult education program to have full support services for deaf people. This means that all institutions and programs would have qualified interpreters, notetakers, counselors, a program administrator, and instructors who could teach remedial and developmental classes for deaf people.

2. Two regional programs. The two major metropolitan areas (the Baltimore area and the metropolitan D.C. area) might offer full services for deaf people. This plan would reduce the commuting necessary for deaf people who want and/or need these support services. One community college and adult program in each area could cooperate to maximize the options for deaf adults in vocational-technical programs.

3. One regional program plus advisement for other institutions. If it is impossible to acquire sufficient funds to support two programs, there might be one program serving the entire state. The program would have sufficient staff to enable the program director to serve two functions. The director would administer the program for deaf students and also advise other community colleges and adult programs as to how they can serve deaf students on a small scale. The assistance provided to other institutions could include interpreter referrals, inservice instruction and materials for faculty, and production of videotapes as learning aids.

This regional program for deaf students would use the most successful methods of other programs of its kind in the country, based on the findings of the feasibility study. Interpreter training should be offered at the host institution.

4. One regional program. One program for deaf students might be established in Maryland with full support services but without an advisory capacity for other institutions who wish to serve deaf students. The existence of this program would not alter the other colleges' and adult education programs' responsibility to serve qualified deaf people who desire admission.

5. Consortium arrangement. One counselor-facilitator for the deaf might serve several institutions which have deaf students enrolled. The problem with this situation is that deaf students' needs do not crop up conveniently when the counselor-facilitator is on campus. What happens if an interpreter is not present or if the quality of interpreting services is not meeting the student's needs? Who would hire and schedule interpreters, act as an advocate for deaf students, give special remedial instruction? The effectiveness of the counselor's time would be drastically reduced by the need for travel time and the inefficiency of dealing with several systems.

6. One administrator statewide. One administrator might be assigned to assist community colleges in serving deaf students statewide. No direct services to students would be provided except the interpreting and notetaking services provided by the Division of Vocational Rehabilitation and the individual colleges.

Summary

It is feasible to offer postsecondary education to deaf adults in Maryland. The form these services will take will depend on funding, the interest of institutions and agencies in hosting a program for deaf students, and certain characteristics of the institutions.

The principal postsecondary resources for occupational training are adult education programs and community colleges. At least one adult education program and at least one community college in Maryland should offer full support services for deaf students, so that these students can be assured of quality postsecondary education within the state. The most efficient way for this to be accomplished would be a cooperative arrangement between one or more large community colleges and adult education programs in the same locality.

In addition, the Maryland Rehabilitation Center should offer comprehensive services for deaf individuals with low educational potential. To meet the needs of these clients, some new occupational training areas should be added at MRC.

References

Athey, J. Report I: Needs Assessment of Postsecondary Education for Deaf People in Maryland. Feasibility Study of Postsecondary Education for Deaf People. Columbia, Md.: Howard Community College, 1976-1977.

Athey, J. Report II: Implications of Manpower Research in Postsecondary Education for Deaf People in Maryland. Feasibility Study of Postsecondary Education for Deaf People. Columbia, Md.: Howard Community College, 1976-1977.

Federal Register. Vol. 42, No. 86, May, 1977.

Harkins, J. A. How They Do It: Existing Postsecondary Programs for Deaf Students and Implications for a Program in Maryland. Feasibility Study in Deafness. Columbia, Md.: Howard Community College, 1976-1977.

Maryland State Board for Community Colleges. Statewide Master Plan for Community Colleges in Maryland, Fiscal Years 1978-1987. Annapolis, Md., 1977.

Maryland State Department of Education. Division of Vocational-Technical Education. Directory of Vocational-Technical Programs 1975-1976. Baltimore, Md.

Maryland State Department of Education. Division of Vocational-Technical Education. Vocational Samples. Baltimore, Md. Vo-Tech Annual Report 1976.

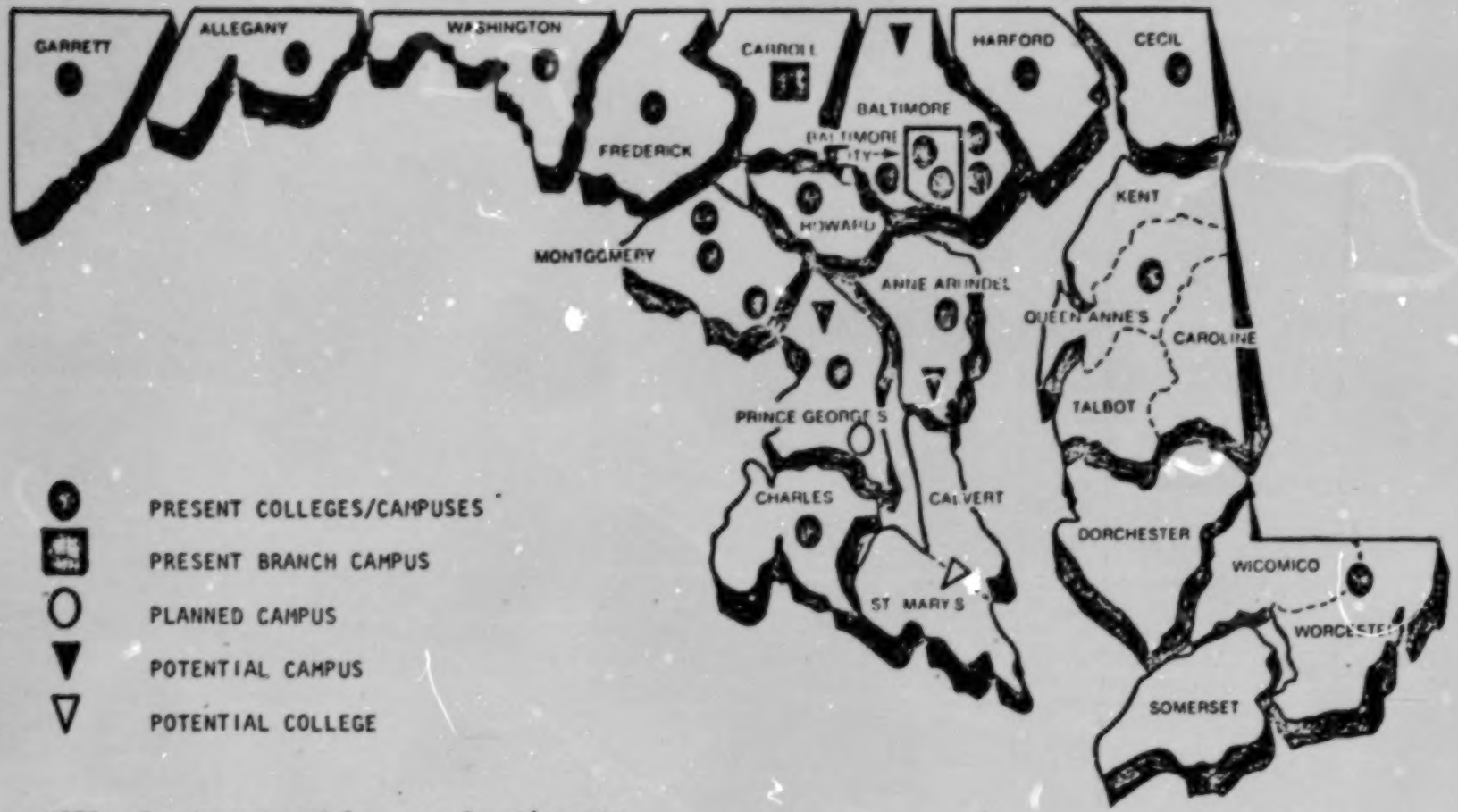
Rawlings, B. W., Trybus, R. J., Delgado, G. L., and Stuckless, E. R. (Eds.). Guide to College/Career Programs for Deaf Students, Revised 1975 Edition. Gallaudet College, N.T.I.D., 1975.

Schein, J. D., and Delk, M. T. The Deaf Population of the United States. Silver Spring, Md.: National Association of the Deaf, 1974.

Stuckless, E. R., Ph.D. (Ed.) Principles Basic to the Establishment and Operation of Postsecondary Programs for Deaf Students. CEASD, 1973.

Map

MARYLAND COMMUNITY COLLEGES



NOTE: Dorchester and Somerset Counties are served by Wor-Wic Tech Community College.

Appendix A

Appendix B

Present Programs

from

Statewide Master Plan for Community Colleges in Maryland

Fiscal Years 1978 - 1987

ALLEGANY COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	*Description*	*HEGIS Code*	*Description*
	Present Programs - Certificate		
5001-01	Business Training	5104-01	Electronic Data Processing Operator
5005-02	Secretarial Science	5202-01	Dental Assisting
5103-01	Electronic Data Processing Program	5306-01	Automotive Technology
		5505-01	Law Enforcement Training
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5203-01	Dental Hygiene
4920-01	Biological & Physical Science Area	5205-01	Medical Laboratory Technology
4940-01	Engineering Area	5207-01	Radiologic Technology
4950-01	General Studies Area	5208-01	Nursing
4960-01	Teacher Education	5216-01	Mental Health Technology
4970-01	Business Administration Area	5305-01	Chemical Technology
5001-01	Business Technology	5306-01	Automotive Technology
5005-01	Secretarial Science	5311-01	Electromechanical Technology
5008-01	Media Technology	5403-01	Forest Technology
5101-01	Electronic Data Processing Technology	5506-01	Recreation Leadership

* *

ANNE ARUNDEL COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Description
5005-02	Secretarial Science
5101-01	Electronic Data Processing
5303-01	Drafting
5310-01	Electronics
5315-01	Mechanical Engineering Technology

Present Programs - Associate Degree

HEGIS Code	Description
4910-01	Arts & Sciences Area
4920-01	Biological & Physical Science Area
4930-01	Humanities & Social Science Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5002-01	Financial Accounting
5004-08	Retail Management
5005-01	Executive Secretarial Science
5008-01	Multi-Media Technology
5101-01	Electronic Data Processing
5208-01	Nursing
5216-01	Human Services
5304-01	Architectural Technology
5309-01	Civil Engineering Technology
5310-01	Electrical Engineering Technology
5315-01	Mechanical Engineering Technology
5406-01	Ocean Engineering Technology
5505-01	Law Enforcement

COMMUNITY COLLEGE OF BALTIMORE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Description*
5003-01	Banking & Finance
5004-07	International Trade/ Harbor Management
5005-02	Office Skills
5012-02	Fashion Design
5012-03	Interior Design
5012-04	Piano Technology
5202-01	Dental Assisting
5210-01	Occupational Therapy Assistant
5211-01	Operating Room Technician
5299-01	Emergency Medical Service
5306-01	Automotive Technology
5309-01	Highway Design, Safety Engineer
5310-01	Electronics Technology
5317-02	Heating, Air Conditioning, & Refrigeration
5406-02	Oceanography
5408-01	Environmental Health Technology
5501-03	Government Service Aide
5503-02	Special Education in Speech & Hearing
5503-04	Communication Aide
5505-01	Public Safety
5599-01	Legal Assistant
5599-02	Gerontology

Present Programs - Associate Degree

HEGIS Code	*Description*
4910-01	Arts & Sciences Area
4920-01	Biological & Physical Science Area
4930-01	Humanities & Social Science Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5002-01	Accounting
5003-01	Banking & Finance
5004-01	Business
5004-07	International Trade/Harbor Management
5005-01	Secretarial & Office Sciences
5008-01	Radio & Television
5010-01	Hotel-Motel Administration
5010-02	Restaurant Administration
5012-02	Fashion Design
5012-03	Interior Design
5012-04	Piano Technology
5012-05	Commercial Art
5103-01	Data Processing & Computer Science
5203-01	Dental Hygiene
5204-01	Dental Laboratory Technology
5205-01	Medical Laboratory Technology
5208-01	Nursing
5210-01	Occupational Therapy Assistant
5213-01	Medical Records Technology
5215-01	Respiratory Therapy Technology
5216-01	Mental Health Technology
5219-01	Physical Therapist Assistant
5299-01	Emergency Medical Service
5303-01	Drafting Technology
5306-01	Automotive Technology
5309-01	Highway Design, Safety Engineer
5310-01	Electronics Technology
5315-01	Mechanical Technology
5317-01	Construction Technology
5317-02	Heating, Air Conditioning & Refrigeration
5399-01	Plant Engineering Technology
5404-01	Dietetic Technology
5406-02	Oceanography
5408-01	Environmental Health Technology
5501-01	Urban Development Assistant
5501-03	Government Service Assistant
5503-01	Early Childhood Education
5503-02	Special Education in Speech & Hearing

(Cont.)

BALTIMORE

Present Programs - Associate Degree *contd.*

5505-01	Public Safety	5507-01	Fire Protection Technology
5506-01	Recreation Leadership	5599-01	Legal Assistant
5506-03	Human Services Assistant	5599-02	Gerontology

New Programs, Fall 1977 - Certificate

5208-02 Occupational Health Nursing

CATONSVILLE COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Description
5002-01	Business Accounting
5004-05	Materials Management
5004-06	Real Estate
5005-02	Secretarial-Typist-Clerk Typist
5009-01	Printing Management Technology
5011-02	Traffic & Transportation Management
5012-05	Applied Art & Design
5101-01	Data Processing Technology
5299-03	Mortuary Science
5299-06	Occupational Safety & Health Technology
5299-07	Dialysis Technology
5304-01	Architectural & Engineering Design Technology
5306-01	Automotive Technology
5309-02	Surveying Technology
5310-01	Electronics Technology
5312-01	Quality Control Technology
5312-02	Industrial Maintenance Technology
5315-01	Machine & Tooling Technology
5317-01	Construction Management Technology
5317-04	Building Standards Technology
5505-01	Police Administration
5505-02	Correctional Services
5506-01	Grounds & Park Management

Present Programs - Associate Degree

HEGIS Code	Description
4910-01	Arts & Sciences Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5002-01	Business Accounting
5004-05	Materials Management
5004-06	Real Estate
5004-08	Marketing Management
5005-01	Secretarial
5009-01	Printing Management Technology
5011-01	Air Transportation Management
5011-02	Traffic & Transportation Management
5012-05	Applied Art & Design
5101-01	Data Processing Technology
5205-01	Medical Laboratory Technology
5208-01	Nursing
5216-01	Mental Health Associate
5299-03	Mortuary Science
5299-06	Occupational Safety & Health Technology
5304-01	Architectural & Engineering Design Technology
5305-01	Chemical Technology
5309-02	Surveying Technology
5310-01	Electronics Technology
5312-02	Industrial Maintenance Technology
5315-01	Machine & Tooling Technology
5317-01	Construction Management Technology
5317-04	Building Standards Technology
5505-01	Police Administration
5505-02	Correctional Services
5506-01	Recreation & Parks Leadership
5507-01	Fire Protection Technology

New Programs, Fall 1977 - Certificate & Associate Degree

5008-02	T.V. Station Operations & Maintenance Technology

CECIL COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Description*
5005-02	Clerk Typist
5007-01	Professional Photography
5317-01	Construction Trades Technology
5505-01	Law Enforcement & Corrections Technology

Present Programs - Associate Degree

HEGIS Code	*Description*
4910-01	Arts & Sciences Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5001-01	Business Management
5005-01	Secretarial Science
5007-01	Professional Photography
5205-01	Medical Laboratory Technology
5317-01	Construction Trades Technology
5505-01	Law Enforcement & Corrections Technology

CHARLES COUNTY COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	*Description*	*HEGIS Code*	*Description*
	Present Programs - Certificate		
5004-06	Real Estate	5399-04	Solid Waste Technology
5005-02	Secretarial Science	5399-05	Pollution Abatement Technology
5104-01	Computer Operator	5402-01	Horticulture
5209-01	Practical Nursing	5504-01	Library Technology Assistant
5303-01	Drafting	5507-01	Fire Science Technology
5309-02	Surveying		
	Present Programs - Associate Degree		
4940-01	Engineering Area	5310-01	Electronics Technology
4950-01	General Studies Area	5399-05	Pollution Abatement Technology
5004-01	Management Development	5406-02	Estuarine Resource Technology
5004-06	Real Estate	5505-01	Law Enforcement
5005-01	Secretarial Science	5507-01	Fire Science Technology
5103-01	Computer Programming		
5301-01	Engineering Technology		
	New Program, Fall 1977 - Certificate		
5506-01	Recreation Leadership		
	New Program, Fall 1977 - Associate Degree		
5208-01	Nursing		

CHESAPEAKE COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Description*	*HEGIS Code*	*Description*
5001-01	Business Management	5402-01	Agricultural Business
5005-02	Secretarial Science	5406-03	Bay Resources Marine Technology
5310-01	Electronics Technology	5503-01	Early Childhood Development
5317-02	Air Conditioning/Heating, Refrigeration Technology	5505-01	Law Enforcement

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5310-01	Electronics Technology
4960-01	Teacher Education Area	5317-01	Architectural-Building Construction Technology
4970-01	Business Administration Area	5406-02	Fisheries Science
5001-01	Business Management Technology	5406-04	Marine Management
5004-06	Real Estate	5505-01	Law Enforcement
5005-01	Secretarial Science	5506-01	Recreation Technician
5205-01	Medical Laboratory Technology		

DUNDALK COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	*Description*
	Present Programs - Certificate
5004-06	Real Estate
5005-02	Secretarial Science
5311-02	Power Engineering Technology
5213-03	Industrial Technology
5503-03	Child Development & Early Child Care
5599-03	Paraprofessional Counseling
5599-04	Trade Union Administration
	Present Programs - Associate Degree
4910-01	Arts & Sciences Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5001-01	Business & Industrial Management
5002-01	Accounting
5004-06	Real Estate
5005-01	Secretarial Science
5007-01	Photography
5008-01	Media Technology
5101-01	Data Processing
5311-02	Power Engineering Technology
5312-03	Industrial Technology
5503-02	Special Education Instructional Aide
5503-03	Child Development & Early Child Care
5505-01	Criminal Justice
5599-01	Legal Assistant
5599-03	Paraprofessional Counseling
5599-04	Trade Union Administration

PROGRAMS

Present Programs - Certificate

HEGIS Code	Description
5001-01	Small Business Management
5003-01	Banking
5004-02	Statistical Clerk
5005-02	Secretarial Science
5010-02	Restaurant-Club Management
5103-01	Data Processing
5202-01	Dental Assisting
5216-02	Drug Abuse Counselor
5218-01	Health Services Management
5299-05	Podiatric Assistant
5303-01	Drafting Technology
5503-01	Early Childhood Development Preschool
5505-01	Criminal Justice

Present Programs - Associate Degree

HEGIS Code	Description
4910-01	Arts & Sciences Area
4920-01	Biological & Physical Science Area
4930-01	Humanities & Social Science Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5001-01	Business Management
5002-01	Accounting
5003-01	Banking
5004-01	Industrial Management
5004-02	Statistical Associate
5004-08	Marketing Management
5004-09	Personnel Management
5005-01	Secretarial Science
5010-02	Restaurant-Club Management
5099-01	Court & Conference Reporting
5103-01	Data Processing
5105-01	Computer Technology
5202-01	Dental Assisting
5205-01	Medical Laboratory Technology
5206-01	Animal Science Veterinary Assistant
5207-01	Radiologic Technology
5208-01	Nursing
5216-01	Mental Health Associate
5218-01	Health Services Management
5299-02	Nuclear Medicine Technology
5299-04	Health Planning Assistant
5299-05	Podiatric Assistant
5299-08	Physician's Assistant
5301-01	Engineering Technology
5399-06	Packaging Technology
5501-01	Urban Development Assistant
5503-01	Early Childhood Development
5505-01	Criminal Justice
5508-01	Public Administration Assistant

FREDERICK COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Description*	*HEGIS Code*	*Description*
5003-02	Property & Casualty Insurance	5302-01	Aviation Maintenance Technology
5003-03	Life Insurance	5310-01	Electronics Technology
5005-02	Secretarial Science	5312-04	Industrial Technology, Power
5101-01	Data Processing	5506-02	Park Operation & Management
5202-01	Dental Assistant		
5205-01	Biomedical Laboratory Technology		

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5208-01	Nursing Education
4960-01	Teacher Education Area	5302-01	Aviation Maintenance Technology
4970-01	Business Administration Area	5310-01	Electronics Technology
5001-01	Business Management	5312-04	Industrial Technology, Power
5002-01	Business Accounting	5505-01	Administration of Criminal Justice
5005-01	Secretarial Science	5506-02	Park Operation & Management
5101-01	Data Processing		
5205-01	Biomedical Laboratory Technology		

GARRETT COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Description*
5001-01	Business Technology
5312-02	Maintenance Technology
5401-01	Environmental & Renewable Resources
5403-02	Wildlife Management
5501-01	Human Services Technology

Present Programs - Associate Degree

HEGIS Code	*Description*
4910-01	Arts & Sciences Area
4930-01	Humanities & Social Science Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5004-01	Business Occupational
5005-01	Secretarial Science
5312-02	Maintenance Technology
5401-01	Environmental & Renewable Resources
5403-02	Wildlife Management
5501-01	Human Services Technology
5505-01	Law Enforcement

New Program, Fall 1977 - Certificate and Associate Degree

5206-01	Veterinary Science Technology

HAGERSTOWN JUNIOR COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Description*
5005-02	Secretarial Administration & Clerk-Typist
5299-01	Emergency Medical Service
5505-01	Police Services
5505-02	Correctional Services

Present Programs - Associate Degree

HEGIS Code	*Description*
4910-01	Arts & Sciences Area
4920-01	Biological & Physical Science Area
4930-01	Humanities & Social Science Area
4940-01	Engineering Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5002-01	Accounting & Business
5004-01	Management
5004-08	General Merchandising
5005-01	Executive Secretarial
5101-01	Data Processing
5207-01	Radiologic Technology
5208-01	Nursing
5311-01	Electrical Engineering Technology
5315-01	Mechanical Engineering Technology
5404-01	Hospitality
5503-01	Early Childhood Instructional Aide
5505-01	Police Services
5505-02	Correctional Services

HARFORD COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	*Description*	*HEGIS Code*	*Description*
	Present Programs - Certificate		
5002-01	Accounting	5103-01	Business Computer Program
5004-06	Real Estate	5303-01	Drafting-Surveying
5004-08	Retail Management	5306-01	Automotive Engineering Technology
5005-02	Office Education		
5007-01	Photography	5310-01	Electronic Technology
5008-01	Broadcasting	5505-01	Criminal Justice
5012-03	Interior Design	5505-03	Law Enforcement
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5008-01	Broadcasting
4940-01	Engineering Area	5012-03	Interior Design
4950-01	General Studies Area	5101-01	Business Data Processing
4960-01	Teacher Education Area	5208-01	Nursing
4970-01	Business Administration Area	5306-01	Auto Engineering Technology
5002-01	Accounting	5310-01	Electronics
5004-08	Retail Management	5407-01	Science Laboratory Technology
5005-01	Office Education	5505-01	Criminal Justice
	New Programs, Fall 1977 - Certificate & Associate Degree		
5003-03	Insurance	5301-01	Engineering Technician

HOWARD COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	*Description*	*HEGIS Code*	*Description*
	Present Programs - Certificate		
5004-03	Housing Management	5317-03	Carpentry
5004-08	Retailing	5399-02	Biomedical Engineering
5005-02	Stenographic Clerical	5402-01	Plant Science
5101-01	Data Processing		
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5005-01	Secretarial Science
4950-01	General Studies Area	5101-01	Data Processing
4960-01	Teacher Education Area	5208-01	Nursing
4970-01	Business Administration Area	5212-01	Vision Care Technology
5002-01	Accounting	5310-01	Electronics Technology
5004-01	Business Management	5399-01	Biomedical Engineering Technology

MONTGOMERY COMMUNITY COLLEGE

PROGRAMS

Rockville Campus

Present Programs - Certificate

HEGIS Code	Description
5005-02	Secretarial
5010-02	Food Management
5104-01	Computer Operator
5503-01	Instructional Aide
5503-03	Child Care Aide
5505-02	Corrections
5507-01	Fire Science

Present Programs - Associate Degree

HEGIS Code	Description
4910-01	Arts & Sciences Area
4920-01	Biological & Physical Science Area
4930-01	Humanities & Social Science Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5002-01	Accounting
5004-01	Management
5005-01	Secretarial
5008-01	Radio & T.V. Broadcasting
5009-01	Printing Technology
5010-01	Hotel-Motel Management
5010-02	Food & Beverage Management
5012-05	Advertising Art
5103-01	Computer Science & Technology
5105-01	Computer Technician
5301-01	General Engineering
5304-01	Architecture & Construction
5309-01	Civil Engineering
5310-01	Electronics
5315-01	Mechanical Engineering
5505-01	Criminal Justice
5506-01	Recreation Leadership
5507-01	Fire Science
5508-02	Geography, Cartography, & Community Planning

Takoma Park Campus

Present Programs - Certificate

HEGIS Code	Description
5005-02	Secretarial
5202-01	Dental Assisting
5214-01	Medical Assistant

Present Programs - Associate Degree

HEGIS Code	Description
4910-01	Arts & Sciences Area
4920-01	Biological & Physical Science Area
4930-01	Humanities & Social Science Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5005-01	Secretarial
5103-01	Computer Science & Technology
5202-01	Dental Assisting
5204-01	Dental Laboratory Technology
5205-01	Medical Laboratory Technician
5207-01	Radiologic Technology
5208-01	Nursing
5214-01	Medical Assistant
5216-01	Mental Health Associate

PRINCE GEORGE'S COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Description	HEGIS Code	Description
5004-06	Real Estate	5104-01	Computer Operations
5005-02	Secretarial & Clerk-Typist	5317-01	Residential Construction
5103-01	Computer Programming	5503-03	Day Care

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5213-01	Medical Records Technology
4930-01	Humanities & Social Science Area	5215-01	Respiratory Therapist
4940-01	Engineering Area	5216-01	Human Services-Mental Health
4950-01	General Studies Area	5299-02	Nuclear Medicine Technology
4960-01	Teacher Education Area	5301-01	Mechanical Engineering Technology
4970-01	Business Administration Area	5303-01	Drafting Technology
5001-01	Business Management-Administrative Assistant	5309-01	Civil Engineering Technology
5002-01	Accounting	5310-01	Electronic Engineering Technology
5004-06	Real Estate	5311-01	Electrical Engineering Technology
5004-08	Marketing Management	5312-01	Industrial Engineering Technology
5005-01	Secretarial Science	5503-03	Child Care Assistant
5101-01	Computer/Data Processing	5505-01	Law Enforcement
5202-01	Dental Assistant	5506-01	Recreation Leadership & Parks
5205-01	Medical Laboratory Technology	5507-01	Fire Science Technology
5207-01	Radiologic (X-Ray) Technology		
5208-01	Nursing		

New Programs, Fall 1977 - Associate Degree

5306-01	Automotive Technology

WOR-WIC TECH COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	*Description*	*HEGIS Code*	*Description*

Present Programs - Certificate

5005-02	Secretarial Science	5010-01	Hotel-Motel Management

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5005-01	Secretarial Science
5001-01	Business Management	5010-01	Hotel-Motel Management
5002-01	Accounting	5505-01	Law Enforcement
5004-08	Retail Management		

New Programs, Fall 1977 - Certificate

5209-01	Practical Nursing	5317-03	Carpentry
5306-01	Automotive Services Technology		

New Programs, Fall 1977 - Associate Degree

5004-08	Wholesale Distribution

Appendix C

Board of Education - Adult Programs

Adult Programs

Industrial Drafting
Electrical Occupations
Industrial Electrician
Cable Splicing Journeymen Elec.
Basic Electric Design
Electronics Occupations
Radio & TV
Foremanship Super Manage. Devel.
Metal Technology
Machine Shop
Sheet Metal
Welding Electric
Small Engine Repair
Woodworking
The Metric System
Efficient Reading Learning Course
Consumer Ed. for Homemakers

Caroline County Board of Education
Law Building
Market St.
Denton 21629
Farm Mechanics
General Office Clerks

Carroll County Board of Education
County Office Bldg.
Court St.
Westminster 21157
Clothing & Textiles
Housing & Home Furnishings
Bookkeepers
Key Punch Cod. Equip. Operator
Data Processing Programmers
General Office Clerks
Stenographers
Typists
Workstudy for Dropouts & Disad.
Mechanics
Drafting
Electronics Occupations
Machine Shop
Combination Welding

Cecil County Board of Education
Booth St. Center
Elkton 21921
Clothing & Textiles
Housing & Home Furnishing
Bookkeepers
Stenographers
Typists

Frederick County Board of Education
Agricultural Production
Agricultural Power & Machinery
Pharmacology Review
Clothing & Textiles
Bookkeepers
Key Punch & Coding Equip. Operator
Stenographers
Typists
Mechanics
Masonry
Plumbing & Pipefitting
Drafting
Graphic Arts Occupations
Metal Trades Combined
Quantity Food Occupations
Woodworking
Remedial English
General Business High School
Consumer & Vocational Math. Remed.

Montgomery County Board of Education
850 Hungerford Dr.
Rockville 20850
Business Agricultural
Apparel & Accessories
Real Estate
Registered Representative
Pharmacology
Clothing & Textiles
Consumer Education
Foods & Nutrition
Housing & Home Furnishings
Bookkeepers
Bus. Data Proc. System Occup.
General Office Clerks
Secretaries
Stenography & Shorthand

Boards of Education

Allegany County Board of Education
108 Washington St.
Cumberland 21502
- Proto. Oper. of Family Aide Appl.
- Regional Ed. Ser. Agency Demo.

Anne Arundel County Board of Education
2644 Riva Rd.
Annapolis 21401
- Clothing & Textiles
- Clothing & Construction
- Business Machines
- General Office Clerks
- Shorthand
- Typing
- Trades & Industrial Occupations
- Mechanics
- Auto Mechanics Disad.
- Foremanship Super. & Man. Develop.

Baltimore City Board of Education
3 E. 25th St.
Baltimore 21218
- Food Distribution
- Comprehensive Homemaking
- Clothing & Textiles
- Family Health
- Air Cond. & Oil Burning
- Mechanics
- Masonry
- Drafting
- Electronics Occupations
- Radio Television
- Lithograph. Photo. & Platemaking
- Welding Combination
- Barbering
- Cosmetology
- Quantity Food Occupations
- Stationary Energy Source Occup.
- Tailoring
- Industrial Sewing
- Basic Education

Baltimore County Board of Education
6901 N. Charles St.
Greenwood
Towson 21204
- Farm Business Management
- Landscaping
- Claims Represen. Social Sec. Admn.
- Real Estate
- Public Speaking
- Sales Personnel
- Reading for Management
- Practical Nurse
- Pharmacology
- Clothing & Textiles
- Consumer Education
- Wills Trusts & Estates
- Family Relationships
- Foods & Nutrition
- Home Management
- Housing & Home Furnishing
- Landscape Design
- Bookkeeping
- Office Machines Operators
- Data Processing
- Key Punch Operators
- Programmers
- General Office Clerks
- Stenographers
- Supervisory & Admn. Management
- Clerk Typists
- Typists
- Electronic Technology
- Computer Programmer
- Teachers Asst. at Preprimary Level
- Air Conditioning & Refrig.
- Body & Fender
- Mechanics
- Blueprint Reading
- Plumbing & Pipefitting
- Basic Hydraulics
- Carpentry
- Maintenance Mechanics
- Custodial Services

Typing & Touch Typing
Business English Usage for Sec.
Training for Per. in Dead End Jobs
Architectural Drafting
Electronics Occ.
Fore. Super. & Management Develop.
Combination Welding
Trade & Ind. Supp. Information
Applied Civil Engineering
Lip Reading & Manual Commun.
Personal Counseling

Prince George's County Board of Education
P.O. Drawer 120
Upper Marlboro 20870
Coor. of Consumer Homemaking
Business Data Proc. Sys. Occupa.
Computer & Console Operators
Programmers
Math for Data Processing
Introduction to Punch Card
Stenographers
Typists
Air Conditioning
Blueprint Reading
Carpentry
Masonry
Plumbing & Pipefitting
Electrical Code
Steel Layout
Safety & Rigging
Drafting
Electrical Occupations
Electronics Occupations
Sheet Metal
Welding & Cutting
Surveying

Wicomico County Board of Education
Long Ave. & Mt. Hermon Rd.
Salisbury 21801
Bookkeepers
Machine Oper. Bill. Bk. Computing
Key Punch Coding Equip. Oper.
Stenographers
Typists
Masonry
Electrical Occupations
Electronic Technican
Dressmaking

Appendix D

STATEMENT BY

JUDY HARKINS

PROJECT COORDINATOR
STATEWIDE FEASIBILITY STUDY
POSTSECONDARY EDUCATION FOR DEAF PEOPLE
(PART B FUNDS, P.L. 90-576)
HOWARD COMMUNITY COLLEGE
COLUMBIA, MARYLAND

BEFORE THE
U.S. HOUSE OF REPRESENTATIVES
SUBCOMMITTEE ON SELECT EDUCATION
FRIDAY, SEPTEMBER 16, 1977

WASHINGTON, D.C.

THE REHABILITATION ACT OF 1973 (Section 504)
IMPLICATIONS FOR POSTSECONDARY EDUCATION FOR DEAF ADULTS

As project coordinator of a statewide feasibility study of postsecondary education for deaf people in Maryland, I have had an opportunity to view the regulations of Section 504 from the perspective of an advocate of the rights of deaf taxpayers, and as a consultant to community colleges and adult education programs.

Among other things, the feasibility study found that there is a great need among deaf adults for occupational education such as a community college or adult education program would offer.

Since community colleges and adult education programs have open admissions policies, they must serve all adults in the community who desire services. Under such qualifications, virtually all disabled students fit the term "qualified". These institutions and agencies are dedicated in varying degrees to serving educationally disadvantaged students. All of these factors are advantageous to deaf adults who need occupational education.

However, there are intervening factors which change this very promising picture. The average deaf adult of normal intelligence has a reading level of fourth to fifth grade. This large educational gap is caused by the impact of hearing loss in acquiring English language. Deaf people, in effect, must learn English as a foreign language, without the benefit of hearing the words of that language. Again, it is important to remember that the intelligence of deaf people is distributed in the same way that it is distributed among the general population.

Because of this educational gap, which is a very real part of the handicap, the average deaf person in a community college needs more support than just an interpreter. A notetaker must provide copies of class notes so that the deaf student can attend visually to the interpreter and instructor. Tutors and

counselors who are fluent in sign language are needed. Limited special class instruction in reading and writing skills will require an instructor experienced in teaching English language to deaf people. These support services and others are characteristic of approximately 40 of the nation's community colleges which are dedicated to meeting the needs of deaf students in an integrated setting.

Deafness is a low incidence handicap with a prevalence rate of about two deaf persons per 1,000 persons in the general population. Most community colleges and adult education programs will not be able to provide in-depth services for the few deaf adults in their respective communities. At least in the early stages of the implementation of the 504 regulations, the test of reasonableness might not extend to all of the services mentioned above.

Some college officials have expressed the concern that if they invest funds in more comprehensive services for one group of handicapped citizens, they will serve other groups less well, and therefore jeopardize their compliance with Section 504. The initial implementation of Section 504 will probably see post-secondary institutions providing a minimal level of services in an effort to comply. For many handicapped people, this result is sufficient. For deaf people with high reading levels, coping under these circumstances (for example, with only an interpreter) will not be so great a problem. For the average deaf citizen, however, this level of service is likely to result in failure and an unnecessary low self-image.

The focus of the Rehabilitation Act of 1973 was the severely disabled person. It would be at best unfortunate if the result of the 504 regulations would be only to serve the cream of the crop.

For these reasons, I support the provision of federal appropriations to assist institutions of higher education in serving severely disabled students. However,

I would like to reinforce the caveat mentioned in Tuesday's testimony by various advocacy groups for disabled individuals. Postsecondary institutions should first be able to show that they have shifted priorities and, to the best of their ability, allocated resources for the elimination of discriminatory practices in their institutions.